

Sunset Canyon Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2727 E. Siesta Lane, Phoenix, AZ 85050

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Jerry Voll
Schedule : 7:00 AM to 3:30 PM
Grades : Pre-K-6
2003 Enrollment : 636
Web Address : sces.pvUSD.k12.az.us
Phone Number : (602) 493-6430
Fax Number : (602) 493-6435
E-mail : jvoll@pvUSD.k12.az.us

Mission

Provide an environment that fosters learning, so that all students can reach high levels of academic achievement; grounded in a philosophy of respect for people, places and property - with all involved working toward personal success for everyone.

School / Academic Goals

- Ü Literacy (Reading): To deliver a comprehensive reading program with direct systematic teaching of phonics and all other reading strategies utilizing the CORE Knowledge Sequence, the Arizona Academic Standards and PVUSD Scope and Sequence.
- Ü Literacy (Writing): To establish reading and writing as complementary procedures in which the writing process, discussion of ideas, rough draft, revision, editing, and publishing of final draft are evidenced in the classroom & are vital to learning.

Instructional Programs

- Ü Core Knowledge Sequence of Skills
- Ü Arizona Academic Standards
- Ü NRP Guidelines for Reading Instruction
- Ü Project Read

Enrollment

October 1, 2002 School Year Student Enrollment : 628
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 40

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 5 hours 20 minutes
First Day of School : 8/18/2003
Last Day of School : 5/29/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Sunset Canyon Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü School Safety
- ü Communication Between School & Community
- ü Publishing Lab

Staffing Information for School Year 2003-04

Position

Number

Position

Number

Administrator

1.00

Teacher

40.00

Other Professional Staff

6.00

Teacher Aide

10.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years

10

1

0

0

4 to 6 years

5

2

0

2

7 to 9 years

2

1

0

1

10 or more years

12

14

0

7

Shared Responsibilities

School

SCE staff is committed to providing a safe and healthy learning environment. We will utilize our abundance of resources, so that students will reach their full potential and become responsible, trustworthy adults.

Parents

Parental involvement is encouraged through attendance at school functions, support of attendance & learning, awareness of school/district goals, policies and procedures, and ongoing communication with the staff regarding questions, concerns & ideas.

Resources Available at School Site

Special Facilities

ü Math & Science Lab

ü Computer Learning Center

Extracurricular Activities

ü Student Council

ü Band

ü Chorus

ü Strings

Social Services

ü Before/After School Child Care

ü Kindergarten Enrichment Program

ü Breakfast/Lunch Programs

ü Summer/Holiday Child Care

Transportation Policy

Grades 1-6 living more than 1 mile from the school may ride the school bus. Kindergarten students living more than 1 1/2 miles from school may also ride the bus. Parent-signed permission slips are required for student participation on field trips.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Teacher of the Week by KNIX and Fulton Homes	2000
Ü Project GOAL: At the Library - City of Phoenix	2002
Ü Project GOAL: At the Library - City of Phoenix	2003
Ü Phoenix Suns 'Quest for Quality' Award	2002

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	7	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	76	89
Grades 3-4	90	81
Grades 4-5	73	83
Grades 5-6	73	84

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	2687	75372	99	101	101	522	538	523	10	4	9	24	19	25	31	36	36	35	42	30
All Students (Prior Year)	82	2686	70809	NA	NA	NA	521	533	518	8	6	11	32	19	27	26	37	35	34	38	27
Female	35	1298	36901	97	101	101	526	539	524	3	3	8	28	19	25	34	35	36	34	43	31
Male	57	1380	38385	100	99	101	519	538	523	14	4	9	22	19	24	29	36	36	35	41	30
African American	NC	98	3589	NC	96	96	NC	514	501	NC	10	18	NC	31	33	NC	38	33	NC	21	16
Hispanic	18	519	29103	95	104	99	496	518	510	20	10	12	40	28	31	30	36	36	10	26	20
Asian/Pacific Islander	NC	70	1574	NC	96	96	NC	555	549	NC	2	3	NC	11	14	NC	32	34	NC	55	48
American Indian/Alaskan Native	NC	26	5086	NC	100	114	NC	522	491	NC	0	22	NC	26	38	NC	61	28	NC	13	12
White	65	1962	34597	100	100	98	525	542	535	8	3	4	21	17	20	31	35	38	39	45	38
Students with Disabilities	12	386	8057	92	104	99	489	514	496	29	11	23	29	31	31	29	36	28	14	21	17
Students without Disabilities	80	2301	67315	100	100	101	525	541	525	8	3	8	23	18	24	32	35	37	37	44	31
Limited English Proficient Students	NC	318	16925	NC	102	112	NC	473	482	NC	44	27	NC	33	40	NC	11	26	NC	11	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	NC	355	26325				NC	522	504	NC	7	15	NC	33	34	NC	31	33	NC	30	18
Non-Economically Disadvantaged	91	2332	49047				522	540	530	10	4	6	24	18	21	31	36	37	35	43	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	2699	75221	100	101	101	519	532	523	9	4	8	19	11	16	54	57	56	18	28	21
All Students (Prior Year)	87	2685	70860	NA	NA	NA	520	535	524	14	5	9	20	11	17	35	43	45	31	40	30
Female	36	1301	36833	100	102	100	522	536	526	7	3	6	24	9	15	52	56	56	17	32	23
Male	57	1389	38319	100	100	101	517	529	520	10	4	9	16	12	17	56	59	56	18	25	18
African American	NC	99	3597	NC	97	97	NC	517	510	NC	10	14	NC	20	22	NC	55	53	NC	15	11
Hispanic	19	522	29019	100	105	99	501	518	513	20	8	12	30	19	21	50	58	55	0	14	13
Asian/Pacific Islander	NC	70	1572	NC	96	95	NC	538	536	NC	2	2	NC	2	9	NC	61	57	NC	36	31
American Indian/Alaskan Native	NC	26	5071	NC	100	114	NC	525	502	NC	0	20	NC	17	27	NC	65	46	NC	17	8
White	65	1971	34543	100	100	97	524	535	531	5	3	4	17	9	12	57	57	58	22	31	26
Students with Disabilities	12	389	8006	92	105	99	510	514	505	17	12	22	17	19	23	50	53	42	17	16	13
Students without Disabilities	81	2310	67215	101	101	101	519	534	524	8	3	7	19	10	16	55	58	56	18	30	21
Limited English Proficient Students	10	321	16853	56	103	112	NA	480	489	NA	44	29	NA	44	36	NA	0	32	NA	11	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	NC	356	26256				NC	516	509	NC	10	14	NC	24	24	NC	52	51	NC	14	11
Non-Economically Disadvantaged	92	2343	48965				519	533	528	9	3	5	19	10	13	54	58	58	18	29	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2644	73654	98	99	99	522	541	530	11	4	9	18	8	13	66	78	70	5	10	7
All Students (Prior Year)	81	2640	68592	NA	NA	NA	547	560	542	9	5	9	20	7	12	47	65	63	23	23	16
Female	36	1283	36239	100	100	99	533	548	537	0	2	7	20	6	11	77	79	72	3	13	10
Male	55	1347	37301	96	97	98	515	534	523	18	6	12	16	10	15	60	77	68	6	7	5
African American	NC	91	3488	NC	89	94	NC	523	515	NC	8	16	NC	16	18	NC	73	62	NC	4	4
Hispanic	18	506	28348	95	102	96	508	527	520	20	9	13	20	13	17	60	75	65	0	4	5
Asian/Pacific Islander	NC	68	1558	NC	93	95	NC	557	547	NC	2	3	NC	0	8	NC	80	76	NC	19	13
American Indian/Alaskan Native	NC	26	4947	NC	100	111	NC	536	507	NC	4	22	NC	9	22	NC	78	53	NC	9	3
White	64	1938	33924	98	98	96	524	544	537	10	3	5	16	7	10	69	79	75	5	11	9
Students with Disabilities	12	357	7306	92	96	90	491	520	506	25	13	24	25	18	20	50	64	52	0	5	4
Students without Disabilities	79	2287	66348	99	100	100	526	544	531	10	3	8	17	7	13	68	79	71	6	11	8
Limited English Proficient Students	NC	310	16422	NC	99	109	NC	486	495	NC	44	30	NC	22	27	NC	33	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	NC	349	25711				NC	526	514	NC	10	16	NC	16	19	NC	70	61	NC	4	3
Non-Economically Disadvantaged	90	2295	47943				523	542	535	10	4	7	18	7	11	67	79	74	5	10	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2748	76230	101	100	101	513	513	498	3	7	12	33	32	38	11	13	12	53	49	37
All Students (Prior Year)	85	2846	72888	NA	NA	NA	492	513	494	9	7	14	50	32	40	12	13	12	29	48	34
Female	50	1338	37247	102	100	100	513	515	500	4	6	11	37	32	40	10	13	13	49	49	37
Male	47	1390	38725	100	99	101	512	511	497	2	8	14	29	32	37	12	12	12	57	48	37
African American	NC	87	3594	NC	98	96	NC	487	476	NC	16	22	NC	43	46	NC	10	11	NC	31	21
Hispanic	15	462	28100	107	102	98	495	481	482	9	18	18	45	49	47	18	10	11	27	23	24
Asian/Pacific Islander	NC	64	1447	NC	103	95	NC	522	527	NC	5	5	NC	32	26	NC	7	11	NC	57	58
American Indian/Alaskan Native	--	20	5292	--	83	113	--	486	463	--	20	31	--	30	47	--	15	8	--	35	14
White	72	2089	35389	100	99	96	516	520	514	1	5	6	31	28	32	11	13	14	56	54	48
Students with Disabilities	NC	384	9022	NC	110	105	NC	484	465	NC	18	31	NC	46	43	NC	10	8	NC	27	17
Students without Disabilities	92	2364	67208	101	99	100	514	517	500	3	6	12	31	30	38	11	13	12	55	51	38
Limited English Proficient Students	11	254	14826	92	98	113	481	448	460	20	36	31	60	55	51	0	8	8	20	2	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	342	25037				NC	473	477	NC	24	21	NC	49	47	NC	10	11	NC	17	21
Non-Economically Disadvantaged	95	2406	51193				514	518	507	2	5	9	33	30	35	11	13	13	54	52	43

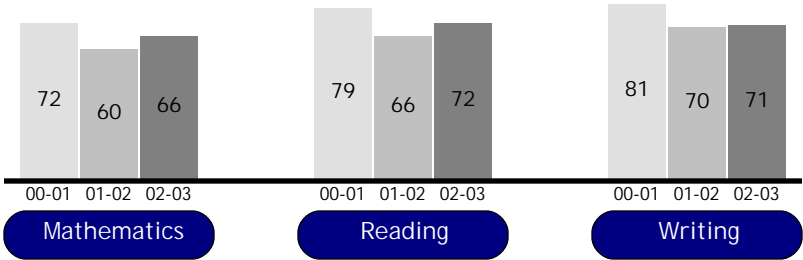
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2755	76202	100	100	101	511	513	505	8	11	19	28	20	24	52	51	46	13	18	11
All Students (Prior Year)	85	2845	72779	NA	NA	NA	501	514	505	18	12	21	27	16	20	39	47	43	16	25	15
Female	50	1340	37231	102	100	100	518	516	507	4	8	16	22	18	24	61	52	48	13	21	13
Male	46	1394	38718	98	99	101	504	510	503	12	13	22	34	21	24	41	50	44	12	16	10
African American	NC	88	3600	NC	99	97	NC	502	497	NC	16	28	NC	36	29	NC	40	39	NC	8	5
Hispanic	15	462	28090	107	102	98	499	499	497	9	27	28	27	26	30	64	40	37	0	7	5
Asian/Pacific Islander	NC	64	1443	NC	103	95	NC	511	515	NC	8	9	NC	20	19	NC	53	53	NC	19	19
American Indian/Alaskan Native	--	20	5311	--	83	113	--	500	491	--	30	38	--	25	31	--	25	28	--	20	3
White	71	2093	35371	99	99	96	515	516	512	8	7	10	23	18	20	55	54	54	15	21	16
Students with Disabilities	NC	391	9097	NC	112	106	NC	502	493	NC	25	39	NC	26	27	NC	40	29	NC	8	5
Students without Disabilities	91	2364	67105	100	99	100	511	514	506	8	9	18	28	19	24	52	52	47	13	20	12
Limited English Proficient Students	11	255	14780	92	98	113	491	481	486	20	61	50	60	27	32	20	12	18	0	1	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	346	24961				NC	492	495	NC	34	32	NC	31	30	NC	34	34	NC	2	4
Non-Economically Disadvantaged	94	2409	51241				512	516	509	8	8	14	27	18	22	52	53	51	13	20	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	2708	74692	100	99	99	515	519	502	6	10	18	28	22	27	61	56	47	6	12	8
All Students (Prior Year)	84	2802	70710	NA	NA	NA	502	534	512	12	8	17	44	19	26	36	49	42	7	24	16
Female	50	1326	36710	102	99	99	522	526	509	4	7	14	24	20	26	63	58	50	9	15	10
Male	46	1364	37742	98	97	98	507	513	495	7	12	22	32	24	28	59	54	44	2	10	6
African American	NC	87	3516	NC	98	94	NC	502	487	NC	16	26	NC	30	31	NC	46	39	NC	7	4
Hispanic	15	456	27492	107	101	96	499	489	486	18	26	27	27	30	32	55	40	38	0	5	4
Asian/Pacific Islander	NC	64	1428	NC	103	94	NC	526	528	NC	5	8	NC	31	20	NC	49	54	NC	15	18
American Indian/Alaskan Native	--	19	5166	--	79	110	--	503	470	--	32	39	--	21	32	--	37	27	--	11	2
White	71	2058	34785	99	97	94	518	526	517	5	6	10	23	20	23	67	60	56	6	14	11
Students with Disabilities	NC	368	8428	NC	105	98	NC	494	472	NC	21	38	NC	34	30	NC	38	29	NC	7	3
Students without Disabilities	91	2340	66264	100	98	99	515	522	503	6	8	17	28	21	27	61	58	48	6	13	8
Limited English Proficient Students	11	248	14363	92	96	109	473	451	459	40	51	47	40	38	34	20	11	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	NC	340	24507				NC	476	480	NC	31	31	NC	34	33	NC	33	33	NC	2	3
Non-Economically Disadvantaged	94	2368	50185				516	525	511	6	7	13	26	21	24	62	59	53	6	14	10

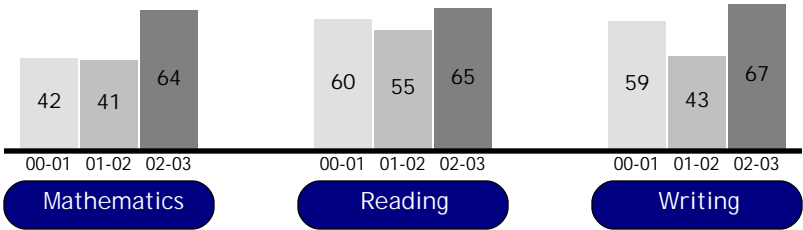
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	84	49	61	53	93	40	54	44	90	58	61	50
	Language	91	45	53	45	98	29	48	39	100	48	54	43
	Mathematics	94	47	59	56	93	34	57	52	99	57	67	57
3	Reading	92	54	60	50	91	45	55	43	94	47	60	47
	Language	94	55	66	55	94	51	63	50	100	49	64	54
	Mathematics	96	55	64	53	95	47	61	50	97	57	66	54
4	Reading	86	60	67	55	92	55	63	47	96	60	65	52
	Language	87	52	61	50	92	57	59	45	97	55	60	48
	Mathematics	88	64	67	56	95	56	65	52	100	54	69	57
5	Reading	91	61	66	51	93	56	62	46	97	60	64	50
	Language	89	49	58	46	92	48	57	43	97	58	58	46
	Mathematics	92	65	71	56	96	69	68	54	97	65	69	57
6	Reading	91	54	68	54	91	61	65	49	98	65	67	53
	Language	83	47	62	46	90	53	59	42	100	57	60	45
	Mathematics	86	67	73	61	93	71	73	58	98	74	74	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Work constantly with staff and students to promote safe practices. Student-to-student harassment policy is in place for all students. Our citizenship program assists in maintaining and promoting a safe and orderly environment for all.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Gerard Rodriguez	(602) 493-6430
Transportation Policy	Jeff Cook	(602) 493-6320
Community Resources	Marianne Krivan	(602) 493-6436
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330
Parent Organization	Kelly Ann Bonnell	(602) 493-6430
Student Health/Nurse	Linda Keller	(602) 493-6433

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards